



TETSWORTH PRIMARY SCHOOL

CLASS 2 (Years 1/2/3)

Curriculum Map 2020/21

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD		PSHE Theme DREAMS & GOALS		PSHE Theme RELATIONSHIPS	
CELEBRATING DIFFERENCE		HEALTHY ME		CHANGING ME	
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Core Text: Years 1 and 2</p>	<p>Core Text: Years 1 and 2</p>	<p>Core Text: Years 1 and 2</p>	<p>Core Text: Years 1 and 2</p>	<p>Core Text: Years 1 and 2</p>	<p>Core Text: Years 1 and 2</p>
<p>Core Text: Year 3 (with Year 4) Aesop's Fables</p>	<p>Core Text: Year 3 (with Year 4) There's a boy in the girls' bathroom</p>	<p>Core Text: Year 3 (with Year 4) Dragons – How to Train Your Dragon Dragon Stories Dragon Poems</p>	<p>Core Text: Year 3 (with Year 4) Dragons – How to Train Your Dragon Dragon Stories Dragon Poems</p>	<p>Core Text: Year 3 (with Year 4) The Wreck of the Zanzibar</p>	<p>Core Text: Year 3 (with Year 4) Stories with issues – The Suitcase Kid Cliffhanger Charles Causley poetry</p>



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<p>PSHE Outcomes: Years 1 and 2 I can understand the importance of my role in the school community. I can understand how democracy and having a voice benefits the school community.</p> <p>Year 3 (with Year 4) I know how good it feels to be included in a group and understand how it feels to be excluded I try to make people feel welcome and valued I understand who is in my school community, the roles they play and how I fit I understand how democracy and having a voice benefits the school community</p>	<p>PSHE Outcomes: Years 1 and 2 I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in either situation.</p> <p>Year 3 (with Year 4) I can tell you a time when my first impression of someone changed as I got to know them I can explain why it is good to accept people for who they are</p>	<p>PSHE Outcomes: Years 1 and 2 I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.</p> <p>Year 3 (with Year 4) I know how to make a new plan and set new goals even if I have been disappointed I know what it means to be resilient and to have a positive attitude</p>	<p>PSHE Outcomes: Years 1 and 2 I can evaluate ethics and express how I am feeling in an appropriate way and recognise when I need help to work through my feelings. I can understand how drugs, smoking and alcohol affect the body and evaluate when alcohol is being used responsibly, anti-socially or being misused.</p> <p>Year 3 (with Year 4) I can recognise when people are putting me under pressure and can explain ways to resist this when I want to I can identify feelings of anxiety and fear associated with peer pressure</p>	<p>PSHE Outcomes: Years 1 and 2 I can recognise when people are trying to gain power or control. I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p> <p>Year 3 (with Year 4) I can explain different points of view on an animal rights issue and express my own opinion and feelings on this</p>	<p>PSHE Outcomes: Years 1 and 2 I can talk about the changes that are happening to me physically and socially and explore my feelings about leaving primary school. I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Year 3 (with Year 4) I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I can identify what I am looking forward to when I am in Year 4/5 I can reflect on the changes I would like to make when I am in Year 4/5 and can describe how to go about this</p>
<p>Topic overview: Roman Empire Years 1, 2 and 3</p>	<p>Topic Overview: Mountains, Rivers & Coasts Years 1, 2 and 3</p>	<p>Topic Overview: Awareness Days Years 1, 2 and 3</p>	<p>Topic Overview: Local Studies: Our School & Local Area</p>	<p>Topic Overview: Explorers Years 1, 2 and 3</p>	<p>Topic Overview: Sports Tournaments Years 1, 2 and 3</p>



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<p>Children learn about the Roman Empire and its impact on Britain at the time and the legacy it left us. Other than History, children acquire and practise skills in Art, making Roman busts and mosaics, in D&T, building a chariot and an aqueduct, in Dance and Music, creating a dance/drama of an invasion and of a battle, in English, debating opposition or collaboration, and Geography, understanding the location and extent of the empire.</p>	<p>In this fascinating topic, you will learn what mountains, rivers and coasts actually are, some of the forces that help create and shape these important features, and the effects they have on the world around them. You will learn about the climates, human interactions, and lifestyles shaped by the mountains, rivers and coasts of the world.</p>	<p>Raise awareness of notable days in the calendar with educational and engaging blocks of teaching. Mark important awareness days, such as World Health Day and Walk to School Day in your class or your school. Select from our menu of activities to choose activities for a single day or a series of afternoon sessions.</p>	<p>Years 1, 2 and 3 This is a lively and fun topic to teach children fieldwork and observational skills as they study the geography of their schools, the grounds and the key human and physical features of the surrounding environment. We have included a final Block to help children compare their local area knowledge with a small area in Kenya.</p>	<p>Develop historical understanding of the lives and significance of Christopher Columbus and Neil Armstrong. Identify the kit needed for an expedition and compare the equipment taken by Columbus across the seas to the Americas in the fifteenth century with the equipment taken by Armstrong through space to the moon in the twentieth. Discover navigation techniques and study the different materials used by Columbus and Armstrong. Identify the properties of a range of materials for your own expedition. Go on to describe your expeditions using a range of media.</p>	<p>Are you excited about a major sports tournament that is about to start? This topic takes the inspiration of a range of major sports including football, rugby, athletics, cycling, tennis and cricket to generate some fantastic learning opportunities. Learn about the origins and development of popular sports and their most important tournaments over time and stimulate some fantastic history learning. Find out about where sporting tournaments are taking place and which countries will be taking part and prompt some impressive geography learning. Research and discuss the values upheld by different sporting organisations; stage your own class tournaments and hone your PE skills. You will find a host of creative learning activities within these 12 blocks that capitalise on the energy and enthusiasm that great sports events stimulate.</p>
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<p>Writing Opportunities: Years 1 and 2 Narratives (Fiction) Speech Instructions Newspaper Reports</p> <p>Year 3 (with Year 4) Concise word choice (use of thesaurus) Story re-telling Fable writing – following a clear pattern Use of connectives / questions Create and sustain different roles and scenarios – drama techniques such as freeze-frame / thought tracking / role on the wall / overheard conversations Playscripts Cartoons Write In Role– postcards, letters, emails, notes, message in bottles, songs Non-chronological report biography</p>	<p>Writing Opportunities: Years 1 and 2 Postcards Writing questions Conversations Prefixes & suffixes.</p> <p>Year 3 (with Year 4) Report writing Letters Diary entries Party guide</p>	<p>Writing Opportunities: Years 1 and 2 Antonyms & synonyms Postcards Fiction Stories Using a range of sentences</p> <p>Year 3 (with Year 4) Dragon guide Explanations Write in character Playscripts Descriptions Free verse</p>	<p>Writing Opportunities: Years 1 and 2 Retelling stories Poetry Diary entries Non Chronological Report Letters</p> <p>Year 3 (with Year 4) Dragon guide Explanations Write in character Playscripts Descriptions Free verse</p>	<p>Writing Opportunities: Years 1 and 2 Using powerful adjectives to create a poem. Write a new chapter with a new trick, Design a disgusting menu Write a letter to Mr Twit and Mrs Twit.</p> <p>Year 3 (with Year 4) Descriptive writing Letters Diary entries Newspaper reports ‘live’ tv or radio report Songs Poems</p>	<p>Writing Opportunities: Years 1 and 2 Poetry around a theme – granddads and fathers. Writing a biography of a family member. Chronological reports.</p> <p>Year 3 (with Year 4) Fact-files Formal letter Playscript Haiku</p>
<p>Art/DT: Years 1/2/3</p>	<p>Art/DT: Years 1/2/3</p>	<p>Art/DT: Years 1/2/3</p>	<p>Art/DT: Years 1/2/3</p>	<p>Art/DT: Years 1/2/3</p>	<p>Art/DT: Years 1/2/3</p>



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<p>Creating Roman Shields. Creating pictures of topiaries.</p>	<p>Creating Pirate hats & eyepatches.</p>	<p>Creating dragon masks. Creating dragons with paper plates. Look at the work of Vincent Van Gogh – Create sunflowers.</p>	<p>Cooking healthy food. Designing and creating fruit kebab sticks.</p>	<p>Papier Mache moons. Creating Rockets.</p>	<p>Portraits of male role models. Designing family trees.</p>
<p>Experiential Learning: Years 1/2/3 Recreating a Roman Battle Roman Museum @ St. Alban's.</p>	<p>Experiential Learning: Years 1/2/3 Chiltern Hills.</p>	<p>Experiential Learning: Years 1/2/3 Remote Learning –A range of people talk remotely to pupils about days that are special to them.</p>	<p>Experiential Learning: Years 1/2/3 Create a healthy sale.</p>	<p>Experiential Learning: Years 1/2/3 Children invite people they have a special relationship with into class (may need to be done remotely)</p>	<p>Experiential Learning: Years 1/2/3 Watch a sports match. Devise and hold our own Sports Tournament.</p>
<p>Maths: White Rose Maths Year 1 Place Value, Addition & Subtraction. Year 2 Place Value, Addition & Subtraction. Year 3</p>	<p>Maths: White Rose Maths Year 1 Shape, Place Value. Year Two – Year 2 Money, Multiplication & Division. Year 3</p>	<p>Maths: White Rose Maths Year 1 Addition & Subtraction, Place Value (within 50). Year 2 Multiplication & Division, Statistics. Year 3</p>	<p>Maths: White Rose Maths Year 1 Length & Height, Weight & Volume. Year 2 Shape, Fractions, Length & Height. Year 3</p>	<p>Maths: White Rose Maths Year 1 Multiplication & Division, Fractions, Position & Direction. Year 2 Position & Direction, Time. Year 3</p>	<p>Maths: White Rose Maths Year 1 Place Value (Within 100), Money, Time. Year 2 Mass, Capacity & Temperature. Year 3</p>
<p>Science: Years 1 and 2 Animals including humans: Exercise, food & hygiene.</p>	<p>Science: Years 1 and 2 Materials: Name and & group.</p>	<p>Science: Years 1 and 2 Materials and their uses.</p>	<p>Science: Years 1 and 2 Weather Changes.</p>	<p>Science: Plants: Years 1 and 2 Identify, name & explore the structure of plants</p>	<p>Science: Years 1 and 2 Materials: Squashing, bending forces.</p>



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<p>Year 3 (with Year 4) Animals including Humans – Nutrition To consider what is meant by a balanced diet To classify food into groups according to function To know that animals have different diets and are classified into omnivores, carnivores and herbivores</p> <p>To understand how animals fit into food chains</p>	<p>Year 3 (with Year 4) Forces & Magnets To understand how magnets work To know that some materials are magnetic and others aren't To plan an investigation and carry out a fair test To record results using tables and graphs To identify forces in everyday life To understand when friction may be useful</p>	<p>Year 3 (with Year 4) Electricity –To identify common appliances that run on electricity. To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common insulators and conductors</p>	<p>Year 3 (with Year 4) Animals including Humans – Digestive System and Teeth. To know the different kinds of human teeth and understand how the shape of teeth is linked to their function. To consider the link between the shape of teeth and diet. To know which foods are most damaging for the teeth. To understand why we need to brush teeth to remove plaque. To know how we can care for our teeth. To plan an investigation into the effect of different drinks on teeth To understand the basic principles of digestion</p>	<p>Year 3 (with Year 4) Sound To associate sound with something vibrating. To recognise that sounds get fainter the further you are from the source. To know how sound travels outwards from a source through different materials. To know that there are different ways in which sounds can be varied. To know about patterns between pitch and size of the vibrating object.</p>	<p>Inventors; Material uses.</p> <p>Year 3 (with Year 4) Light To recognise that we need light in order to see and that darkness is the absence of light. To notice that light is reflected from surfaces To understand how shadows are formed To ask relevant questions and use different types of scientific enquiry to answer them</p>
<p>RE: Years 1 and 2 Christianity</p> <p>PE: Years 1/2/3 Tag-Rugby</p>	<p>RE: Years 1 and 2 Buddhism</p> <p>PE: Years 1/2/3 Hockey</p>	<p>RE: Years 1 and 2 Judaism</p> <p>PE: Years 1/2/3 Street Dance</p>	<p>RE: Years 1 and 2 Hinduism</p> <p>PE: Years 1/2/3 Netball</p>	<p>RE: Years 1 and 2 Islam</p> <p>PE: Years 1/2/3 Gymnastics</p>	<p>RE: Years 1 and 2 Sikhism</p> <p>PE: Years 1/2/3 Rounders</p>



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<p>ICT/Computing: Years 1/2/3 Online Safety</p> <p>French: Years 1/2/3 Fruits & All About Me</p>	<p>ICT/Computing: Years 1/2/3 Coding</p> <p>French: Years 1/2/3 Phonics & Reading Hungry Caterpillar</p>	<p>ICT/Computing: Years 1/2/3 Pictograms</p> <p>French: Years 1/2/3 Family & Houses</p>	<p>ICT/Computing: Years 1/2/3 Effective Searching</p> <p>Music: Years 1/2/3</p>	<p>ICT/Computing: Years 1/2/3 Animated Stories.</p> <p>Music: Years 1/2/3</p>	<p>ICT/Computing: Years 1/2/3 Making Music</p> <p>Music: Years 1/2/3</p>
<p>EMOTIONAL LITERACY: EMPATHY - Compare my own needs with children in different communities. Empathise with feelings and actions of others. “Now that I know...I can understand why...”</p>	<p>EMOTIONAL LITERACY: CHALLENGING NORMAL – Awareness of attitudes towards differences and perceived differences in society. “.....could affect somebody’s life by....” “People may behave in this way because....”</p>	<p>EMOTIONAL LITERACY: RESILIENCE – Understanding challenges and setting realistic goals. Work with others to make the world a better place. “In light of we could.....to make the world a better place.”</p>	<p>EMOTIONAL LITERACY: WELL-BEING – Keeping ourselves emotionally and physically healthy and developing strategies to manage stress and pressure. “I recognise when I feel....”</p>	<p>EMOTIONAL LITERACY: RESPECT – Exploring strategies to deal with extreme emotion and take responsibility for our own safety and well-being and recognise when someone is trying to dominate or over-power a situation. “I recognise that....is trying to exert power by....” “I understand that.....may act in this way because....”</p>	<p>EMOTIONAL LITERACY: MANAGING CHANGE – Understanding relationships between people. Look at current personal, local and global changes and determine ways to address our own roles in making change happen. “We need change.....due to”</p>